

# ISRD

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February 25, 2016

# Welcome!

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- Today you will be actively involved in this learning experience, so be prepared to move around and interact!
- All of the resources referenced today will be located at (insert Wiki address). Please go ahead and pull up the Wiki site and then put your technology aside.



## 3<sup>rd</sup> Grade Progression

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- Information on third grade progression and portfolio can be found on the Just Read, Florida! website under “Third Grade Guidance” at <http://www.fldoe.org/academics/standards/just-read-fl/third-grade-guidance.shtml>

## 3<sup>rd</sup> Grade Retention

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- F.S. 1008.25(5)(a) any student who exhibits a substantial reading deficiency in reading, based on locally determined or statewide assessments conducted in grades K-3 or through teacher observations, must be given intensive reading instruction immediately following the identification of the reading deficiency.
- F.S. 1008.25(5)(b) a student must score level 2 or higher on the grade 3 statewide standardized English Language Arts assessment in order to be promoted to 4<sup>th</sup> grade.
- Students identified for retention may qualify for promotion based on one of the good cause exemptions.

# Good Cause Exemptions

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- Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2, or grade 3.
- Students who have received intensive reading intervention for 2 or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. A student may not be retained more than once in grade 3.
- Students who have received intensive remediation in reading or English Language Arts for 2 or more years but still demonstrate a deficiency and who were previously retained in kindergarten, grade 1, grade 2, or grade 3 for a total of 2 years. Intensive instruction for students so promoted must include an altered instructional day that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers.



# 3<sup>rd</sup> Grade Portfolio

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- F.S.1008.25(6)(b)4. A student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment.
- **Current** State Board Rule 6A-1.094221(3) Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion.
- The Portfolio should include a collection of evidence that demonstrates the student's mastery of the 3<sup>rd</sup> grade Language Arts Florida Standards
  - Be selected by the student's teacher
  - An accurate picture of the student's ability and only include student work that has been independently produced in the classroom
  - May include multiple choice items and passages that are approximately 60% literary text and 40% informational text. Passages are to be between 100-700 words with an average of 500 words. May include chapter or unit test or teacher prepared assessments.
  - Be an organized collection of evidence with 3 examples of mastery for each standard at 70% each.
  - Signed by the teacher and principal as an accurate assessment of the required reading skills.

**\*This rule is currently being revised by the Department in order to better align with the Language Arts Florida Standards.**

# Challenge: Kagan Balloon Bounce

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- Each table will have a balloon. One person will need to blow the balloon up.
- All tablemates should join hands and form a circle. Bounce the balloon into the air.
- Without letting go of your hands, try and keep the balloon afloat until the music stops. (The only stipulation is you cannot let go of your partners' hands.
- Up for a challenge? Inflate two balloons to try and keep afloat.

# Reflection

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- Pick a shoulder partner.
- The person who has traveled the farthest from their hometown shares with their partner what the barriers were in keeping the balloon afloat.
- The other partner should summarize the strategies used by the group to overcome the barriers in keeping the balloon afloat.



# The Big Picture

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- In a few minutes, each table will complete one of three activities. The underlying theme of the activities is inclusion. Just like we identified barriers and solutions for keeping the balloon afloat, we will be working to identify barriers and solutions for inclusion. All of the written products produced in these activities will be used for a culminating activity at the end of the session where you will work in teams to identifying existing barriers in your district and solutions to overcoming those barriers to meet your end goal that you will develop.

# Inclusion

Inclusion is the practice of educating all students together – students with disabilities and students without disabilities – regardless of their abilities or readiness. It is more than placing students with disabilities in a room with their peers without disabilities. With true inclusion, students with disabilities can access the general education curriculum, classrooms and typical school activities. Rather than having the student go to a segregated setting for specialized instruction and support, the student receives the supports in the general education setting (Florida Inclusion Network, 2011). Many leaders in the field identify the general education classroom as the optimal place where access to the general education curriculum occurs (Wehmeyer & Agran, 2006).

# Bureau of Exceptional Education Student Services (BEESS)

## **Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan 2018-2019 goals:**



**increase regular class placement of SWD to >85%**

80% or more of the day with Gen Ed Peers

**decrease separate class placement of SWD to <6%**

less than 40% of the day with Gen Ed Peers

**decrease other separate environment placement of  
SWD to <1%**

separate schools, residential, or hospital/homebound



# Time to Chat

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- On your table you will find a stack of post-it notes. Please take 5 minutes to chat at your table groups about what you feel is going well in your district in regards to inclusion. If you were going to take us on a tour of your district to highlight best practices for inclusion, what would you show us? Team members should record their ideas on a post-it and then stick the post-it on the chart titled “Inclusion.” We will take a picture walk at the end of the session so you will have time to capture all of the great ideas shared with your electronic device. Make sure you indicate your district on the bottom of the post-it.
- If you think of other ideas during the presentation, please jot them down and you can add them to the chart after our next chat session.

# Set your timers!

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- Each table has a task card that says Activity 1, 2, or 3. Have someone read the task card aloud. Each group will have 15 minutes to complete the task.
- <http://www.online-stopwatch.com/countdown-timer/>



# Activity 1: Search and Find

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- At your table, find a shoulder partner. Each pair should take a picture from the stack and spend one minute discussing any barriers to inclusion they see in the picture. At the end of the minute, place a post-it note on the back of the card and take one minute to jot down the barriers you and your partner identified. Continue this process until each pair has reviewed all of the pictures. When you receive a card that already has a post-it note on the back, add any barriers not listed and place a checkmark next to those already listed that you and your partner also identified as barriers (8 min.).
- When you receive the card you started with, you and your partner will have six minutes to list ideas/solutions to address the barriers listed on the card using the provided graphic organizer. If you finish early, switch cards with a different pair and take turns orally brainstorming ideas/solutions to the barriers listed on their card (6 min.).
- When finished, push the cards to the center of the table to save them for a later activity. Take one minute to discuss with your opposite shoulder partner how a similar activity would or would not support exceptional students in an inclusive classroom and on the culminating activity (1 min.).



## Activity 2: Scenario Sort

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- Each table will be given several different classroom scenarios to sort through. Starting with the person at the table with the shortest hair and rotating clockwise, each person at the table will take turns reading a scenario aloud. Working with a shoulder partner, discuss whether you think it is an inclusive practice or non-inclusive practice. The person who read the scenarios aloud will ask for feedback after shoulder partners have time to discuss. Each person should respond with a thumbs up (for inclusive) or a thumbs down (for non-inclusive) when prompted (8 min).
- Each person should take a piece of paper from the middle of the table, write their name at the top, and write down one to two common barriers to inclusion found in their district (2 min.). At the end of two minutes, each person should crumple up their paper and toss it lightly into the air above their table towards another tablemate. Each person should grab a paper ball, unfold it, and respond to the barriers with possible solutions (2 min.). Repeat once more until everyone has responded to at least two different people. Return papers to original owners (6 min. total).
- At the end of the activity, take one minute to discuss with the opposite shoulder partner how a similar activity would or would not support exceptional students in an inclusive classroom and on the culminating activity (1 min.).

## Activity 3: Read & Respond

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- **READ:** Read the fable *The Animal School*. You may choose to read the poem individually, with a partner, or as a group (4 min.).
- **SPEAK:** In groups of 2 to 3 at your table, use the discussion cards to reflect on the fable (5 min).
- **WRITE:** Complete the reflection questions at the end of the fable either independently or with a partner(s) from your district at your table (5 min.).
- At the end of the activity, take one minute to discuss with a shoulder partner how a similar activity would or would not support exceptional students in an inclusive classroom and on the culminating activity (1 min.).
- LAFS.5.RL.1.1, LAFS.5.RL.1.2

# Get Up & “Movable!”

## (Move & Mingle)

- If you completed activity 1, you are now a #1 (activity 2 = #2, activity 3 = #3). When the signal “Movable” is given, get up and form groups of 9 (3 of each number). Try and find partners from different table groups from your own.
- Once groups have been formed, take 10 minutes to share about the activities you had to do. One person from each activity should summarize the activity, one should list the barriers to inclusion discussed at your table, and the other should give a description of the accommodations offered during the activity. Alternate roles until all activities have been discussed. If your group does not have 9 participants (3 from each activity), use your problem-solving skills to determine an effective plan to make sure all information is covered (summary, barriers, accommodations).
- Once everyone has shared, return to your seat and wait quietly until all table members return.
- Take a minute and brainstorm with a shoulder partner how this activity could be used in a reading class to support a student with a reading disability. Now turn to your opposite shoulder partner and brainstorm with them how this activity would fit into a content area class to support a student with a reading disability.



# “Movable” (Modified)

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- Time to share! Let's have one person from each of the three activities share out the following:
  - Summary of activity
  - Barriers to inclusion discussed
  - Accommodations provided

# Reflection Activity Cards

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- Each person at the table should take a card. Each card describes a specific learning style or learner. When the music begins, you should find someone with a different color card from you. One person begins by reading their card to their partner and their partner will respond by telling which activity they participated in (1, 2, or 3) and how that specific learning style or learner was supported during the activity. If you do not feel that type of learning style or learner was supported in the activity, share how you would choose to support that student. Switch roles after the first partner has responded. After both partners have had a chance to respond, switch cards and go find a new partner with a colored card you have not yet responded to. Continue until the music stops and then find your way back to your table.

# Modified Reflection

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- Pick a shoulder partner. Each partner should pick a number between 1- 8 (doesn't need to be a secret and make sure you pick different numbers).
- In a minute you will discuss how a specific learning style or learner was supported during the activities (correlated to the number you chose). If you do not feel that type of learning style or learner was supported in any of the activities, share how you would choose to support that student. Switch roles after the first partner has responded. Feel free to choose an additional number if you finish before time is called.



## Modified Reflection (Cont.)

1 visual learning style	2 auditory learning style
3 kinesthetic learning style	4 tactile learning style
5 student with a reading disability	6 student who communicates through assistive technology
7 student with a significant cognitive disability	8 gifted student

# Inclusion Tips

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- ☐ Pre-Assessment
- ☐ Differentiation
- ☐ UDL Principles
- ☐ Accommodations vs. Modifications
- ☐ Accessible Instructional Materials
- ☐ Interventions
- ☐ Resources

# Pre-Assessment

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- What's your hypothesis?
  - What percentage of teachers in your district administer a pre-assessment before beginning a new unit of study?
    - Session Code: 286995
    - User the QR code on your table or the link below and cast your vote!
    - <https://respond.cc/s/OsXu> (https://respond.cc/s/OsXu)
  - If you finish early, brainstorm a list of ways the results from pre-assessments can be used.



# Pre-Assessment

## Assessment before Instruction

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- Guides initial planning.
- Used to determine readiness.
- **KUD:** What knowledge, understanding, and skills (doing) do the students already have?
- Pre-Assessment can be also used to determine interests and learning preferences.

## Pre Assessment Cont.

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- Pre-assessment provides valuable information about what is already known about a topic and readiness to start new instruction. Discovering prior knowledge allows the teacher to present new information at an appropriate level for the students. This process should continue throughout the learning process, so lessons can be adjusted according to student need.
- **“Assessment is today’s means of modifying tomorrow’s instruction.”**  
**Carol Ann Tomlinson**

# What do you think?

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- What is the difference between pre-assessment and formative assessment?
- Which of the following would serve as an effective pre-assessment? Why or why not?
  - Journaling
  - RoundRobin Responses
  - Think-Pair-Share
  - Exit Slip
  - Graphing levels of comfort with a specific topic on an anchor chart.



# Some Pre Assessment Examples

- **Concept Maps** - Ask students to create a "map" of ideas connected with a topic. They should consider how the topics link to each other and use lines or "linking" words to join the concepts together and describe the relationship. They can then revisit these maps later in the study (using a different color marker to add new ideas) or draw new ones that reveal their expanded understanding.
- **Graffiti Wall** – with colorful markers and large poster paper, have all students creatively design a Graffiti Wall of things they know about a specific topic of study. Students are then encouraged to add to the wall throughout the unit as they gain new knowledge. A colorful way to display what they know and what they have learned.
- **Quick Writes** – Students are given 1-3 minutes to respond to a question or problem. This will help reveal what the students understand as well as misconceptions.

# Additional Pre Assessment Examples

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- KWL Charts
- Surveys, Questionnaires, or Checklists
- Journaling
- Student Interviews
- Teacher Observations
- Classroom Assessments
- Entrance/Exit Cards
- Other ideas? Technology?

# Think About It

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- What can you do to increase the practice of pre-assessment in your district?
- Who do you need to have a conversation with when you return to get the ball rolling?





# Differentiation

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What does  
it look  
like?

What does  
it **not** look  
like?

# Differentiation

- "Differentiated instruction (sometimes referred to as differentiated learning) involves providing students with **different avenues** to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials so that **all students** within a classroom can learn effectively, regardless of **differences in ability**." -- <http://differentiatedinstructionresources.org/>
- Differentiated instruction, according to Carol Ann Tomlinson (as cited by Ellis, Gable, Greg, & Rock, 2008, p. 32), **is the process of “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning”**. Differentiation stems from beliefs about **differences among learners, how they learn, learning preferences and individual interests (Anderson, 2007)**.” Differentiation in education can also include how a student shows that they have mastery of a concept. This could be through a research paper, role play, podcast, diagram, poster, etc.
- The key is finding how your students learn and displays their learning that meets their **specific needs.**”

## One Size Does Not Fit All

# Time to Chat

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- On your table you will find a stack of post-it notes. Please take 5 minutes to chat at your table groups about what you feel is going well in your district in regards to differentiation. Team members should record their ideas on a post-it and then stick the post-it on the chart titled “Differentiation.” We will take a picture walk at the end of the session so you will have time to capture all of the great ideas shared with your electronic device. Make sure you indicate your district on the bottom of the post-it.
- If you think of other ideas during the presentation, please jot them down and you can add them to the chart after our next chat session.



# UDL Scavenger Hunt

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- Time to get up and move! Grab a preferred technology device, paper, and a pen. When the music starts, get up and bust a move around the room. When the music stops, find a partner next to you and grab a seat.
- Visit the Wiki and click on link for the National Center on Universal Design for Learning. Click on the link that says “What is Universal Design for Learning?”

# UDL Scavenger Hunt

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- What is UDL?
  - Work with your partner to come up with a teacher-friendly definition.
- What are the three guiding principles of UDL?
  - Jot down a description of each of the three principles and circle or highlight a component you want to go back and start talking about with your district and school leadership teams to focus on.
- What section of this website do you want to go back and spend more time looking at?

# Intersections of Universal Design and Differentiated Instruction

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- UDL emphasizes proactive design of the environment and curricula while DI emphasizes responding to individual needs.
- Together UDL and DI can provide a powerful combination of strategies to meet the needs of all students as they work to reach the goals of instruction successfully.



# Time to Chat

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- On your table you will find a stack of post-it notes. Please take 5 minutes to chat at your table groups about what you feel is going well in your district in regards to UDL and . Team members should record their ideas on a post-it and then stick the post-it on the chart titled “UDL.” We will take a picture walk at the end of the session so you will have time to capture all of the great ideas shared with your electronic device. Make sure you indicate your district on the bottom of the post-it.
- If you think of other ideas during the presentation, please jot them down and you can add them to the chart after our next chat session.

# Accommodations vs. Modifications



## Confused by the language?

Accommodations	Modifications
<ul style="list-style-type: none"><li>• Change <b>HOW</b> students learn and ways they demonstrate what they have learned.</li><li>• Do NOT change knowledge/content to be learned.</li><li>• Levels the playing field.</li></ul>	<ul style="list-style-type: none"><li>• Change <b>WHAT</b> students are expected to learn and demonstrate.</li><li>• DO change knowledge/content (via Access Points).</li><li>• Creates the playing field.</li></ul>

# When Considering Accommodations...

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## SETT Considerations

- Student's strengths and needs
- Environments where the student learns
- Tasks for instruction and assessment
- Tools to help the student achieve curriculum standards



# Accommodation or Modification : You Decide Handout

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- Work with a partner and take turns reading each example below. Decide whether it describes an accommodation or a modification. One partner will read an example and the other partner will tell their partner why they feel it is an accommodation or a modification. Discuss rationales if necessary. If partners disagree, they should turn to their opposite shoulder partner to discuss and then turn back to their original partner to present new perspectives before making a final decision.
- Use a **red** chip to mark **modifications** and a **green** chip to mark **accommodations**.

# Check your answers!

Before new material is introduced, the student is given a study guide that contains the key concepts and vocabulary.	The class is working on identifying the differences in the points of view of characters. The student is working on identifying the main character of a story.	The student is only required to complete 10 of the 20 questions on an assignment or test (all required content is still covered).
The class is working on describing the logical connection between particular sentences and paragraphs in a text. The student is working on identifying signal words.	The student uses voice recognition software on a laptop computer to complete written work.	A student listens to an audio book and then takes an AR test while the questions are read aloud to the student using text-to-speech software.
The class is working on comparing and contrasting similar themes and topics. The student completes a graphic organizer to demonstrate mastery of the skill instead of responding with an essay.	The class is working on determining the meaning of general academic and domain-specific words or phrases in a text and the student is allowed to use an online dictionary to assist in determining the meaning of the word.	The teacher allows the student to use a book that is written on a lower grade level when students are practicing finding the main idea.
The class is learning how to write and edit a paragraph. The learning outcome for the student is to write, not edit, a paragraph.	The student responds orally to the test questions.	The class was assessed using short answer style questions on making inferences when reading a grade level passage. The student read a passage two grade levels below and identified the inference in the passage through multiple choice questions with reduced answer choices.

# Accessible Instructional Materials (AIM)

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- Students with disabilities who cannot read standard print effectively and are therefore unable to meet grade level expectations due to their disability require accessible instructional materials to participate in and make progress in the general curriculum. The IEP team is responsible for determining if a student needs accessible instructional materials, the format of such materials and the necessary related accommodations for the student to participate in the general curriculum.
- For more information, see the FLDOE memorandum on AIM at <http://fldoe.org/core/fileparse.php/7571/urlt/accessibleinstructionalmaterials.pdf>



# Time to Chat

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- On your table you will find a stack of post-it notes. Please take 5 minutes to chat at your table groups about what you feel is going well in your district in regards to AIM. Team members should record their ideas on a post-it and then stick the post-it on the chart titled “AIM.” We will take a picture walk at the end of the session so you will have time to capture all of the great ideas shared with your electronic device. Make sure you indicate your district on the bottom of the post-it.
- If you think of other ideas during the presentation, please jot them down and you can add them to the chart after our next chat session.

# Interventions

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- Just Read, Florida! Resources: <http://www.fldoe.org/academics/standards/just-read-fl/resources.shtml>
- FCRR Student Center Activities: <http://www.fcrr.org/Curriculum/SCAindex.shtml>
- What Works Clearinghouse: <http://www.ies.ed.gov/ncee/wwc/>
- Florida's Multi-Tiered System of Supports: <http://www.florida-rti.org/floridaMTSS/index.htm>

# Time to Chat

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- On your table you will find a stack of post-it notes. Please take 5 minutes to chat at your table groups about what you feel is going well in your district in regards to interventions. Team members should record their ideas on a post-it and then stick the post-it on the chart titled “Interventions.” We will take a picture walk at the end of the session so you will have time to capture all of the great ideas shared with your electronic device. Make sure you indicate your district on the bottom of the post-it.
- If you think of other ideas during the presentation, please jot them down and you can add them to the chart after our next chat session.



# Resources

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- Make sure you bookmark the **Wiki page** so you can review all of the resources shared today (including this presentation), plus many more!



# Picture Walk

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- On your table you will find a stack of post-it notes. Please take a minute to jot down a favorite resource(s) you would like to share with the group. Team members should record their ideas on a post-it and then stick the post-it on the chart titled “Resources.” Make sure you indicate your district on the bottom of the post-it.
- Take a picture walk and capture all of the great ideas shared with your electronic device.

# Build Your Mountain

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- Work with your table to draw a mountain shape on a large piece of chart paper.
- At the top of the mountain put a sign that has your goal/vision for inclusion in your district.
- Create a path from the bottom of the mountain to the top. Add barriers along the path that depict existing problems stopping you from reaching your goal.
- Add signs of hope next to the barriers that your district has experienced and/or ideas for solutions to overcoming the barriers.



## Picture Walk (Modified)

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- During the original presentation there was time built in for discussions on what was going well in the areas of inclusion, differentiation, UDL, AIM, and interventions. Due to time constraints we were not able to have these important conversations. We have set up Padlet boards for you to access (see information on the Wiki site) and share ideas with each other!

# Q&A

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- Please feel free to email any remaining questions to:
  - Heather Willis-Doxsee, ESE Reading Specialist for the FLDOE
    - [heather.willis-doxsee@fldoe.com](mailto:heather.willis-doxsee@fldoe.com)
  - Erika Boyd, Inclusion Specialist for FDLRS/Florida Inclusion Network
    - [erika.boyd@marion.k12.fl.us](mailto:erika.boyd@marion.k12.fl.us)
  - David Davis, PS/RtI—Technology & Learning Connections
    - [david@tlc-mtss.com](mailto:david@tlc-mtss.com)